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A TEACHING GUIDE FOR USING THE NEWSPAPER AS A SUPPLEMENT
TO TEXTBOOKS FOR INTERMEDIATE GRADES

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Erlene Clara Fett
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TO TEXTBOOKS FOR INTERMEDIATE GRADES

by

Erlene Clara Fett

Approved by Committee:

Maurin Fellers
Chairman

Earle I. Canfield
Dean of the Graduate Division

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CHAPTER I

INTRODUCTION

There are many avenues through which children can be motivated to learn. The teacher serves as a leader to help arouse in children an interest in the world. The teacher serves as a helper to train the children in those things which will be useful long after the children have finished school.

The newspaper is one of the avenues of learning and chief sources of information and knowledge. Training to use the newspaper will help the student to correlate what was learned at school with what was talked about at home. The newspaper can be a teaching tool that can be both rewarding and exciting.

It was the purpose of this study to provide for intermediate grade teachers a guide of successful teaching practices and pupil activities in the use of the newspaper for the enrichment of the whole school curriculum. Each teacher will want to expand and adapt the guide to the particular needs of the class being taught.

I. THE PROBLEM

Statement of the problem. The purpose of this study

was to formulate and assemble subject activities and experiences and an introductory guide to aid intermediate grade teachers to use more effectively the newspaper as supplementary material in their classroom work.

Need for the study. Effective guidance in the use of a newspaper demands an acquaintance with a wide variety of materials and aids by the teacher who is presenting the study. Teachers need a guide to which they can turn for information, which is directed to their particular grade level, and to provide the various methods and activities in which a newspaper can be used in regular classroom work. This guide would aid the teacher so that the newspaper could be used more effectively and the students could be kept in contact with a valuable textbook which arrives daily to their homes.

Educators, such as Harry H. Matlack, Jr., have expressed their views on the use and study of the newspaper in the classroom:

The newspaper which will soon be as much a part of the young citizen's daily life as the milk on his doorstep, can well serve him to the extent that he is trained in the use of it--and use in the classroom can be wide and varied.¹

¹Harry H. Matlack, Jr., "Teaching Use of the Newspaper," The Clearing House, XXXV (October, 1960), 92.

II. DEFINITIONS OF TERMS USED

Some of the words and terms used in the study are defined for clarity and understanding of the study. Listed below are the words and terms with the definitions which pertained to this report.

Teaching guide. A teaching guide contains suggestions for experiences, methods, and materials. It would be utilized by the teacher as an aid in selecting the experiences for any given class.¹

Integrate. Integrate means to form into a whole.² As used in this study, to integrate means making the newspaper as a whole an important part of classroom study.

Subject activities. Subject activities are those activities in which the significance and value of any experience are influenced in a major way by the subject matter used in developing the experience. Similarly, the meaning and the significance of the subject matter are a

¹J. Murray Lee and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1950), pp. 197-198.

²Webster's New International Dictionary (fifth edition; Springfield, Massachusetts: G. & C. Merriam Company, Publishers, 1947), p. 524.

direct function of the experience in which the material is used.¹

Experiences. Experiences mean the utilizing of socially useful subject matter and materials and resulting in the solution of the problem and in the acquisition of learning outcomes inherent in the experiences.²

III. OBJECTIVES FOR THE STUDY

The objectives for the study were as follows:

1. To propose a plan of study which a teacher could use as a guide to build a student's understanding of the sections of a paper and to utilize the guide as a reference.
2. To develop the many uses and possibilities of the newspaper in correlation with subjects as a means for gathering information, for instruction, and for reading enjoyment for a student.
3. To suggest ways in which the newspaper may be incorporated as a part of the curriculum.

¹Hollis L. Caswell and A. Wellesley Foshay, Education in the Elementary School (second edition; New York: American Book Company, 1950), p. 229.

²William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1944), p. 245.

4. To indicate the value of developing early reading habits of all sections of a paper.
5. To provide a method of introducing an understanding of a paper's use for the present and for the future.
6. To recognize the use of a common tool as a variation of regular class exercises and assignments.

IV. PROCEDURES

The plan, as stated in the problem, was to develop subject activities and experiences and an introductory guide to be used as an aid in using the newspaper as supplementary material for the intermediate grades.

In order to carry out the plan, reviews of the literature concerning the use of the newspaper in the classroom were studied. Recommended practices of outstanding journalists, educators, and teachers were considered and studied. Personal experiences and the experiences of others who attended a newspaper workshop were used in developing the guide. A study was made of the services offered by local and regional newspapers. In preparing the teacher's guide, activities and methods were collected, assembled, and formulated to integrate with the subjects of the curriculum. The activities included in the guide were used in a classroom

and proved to be valuable aids to the teacher in presenting the material and to the student in learning to use a newspaper.

Following the above procedures, a teacher's guide for using the newspaper as supplementary material in the intermediate grades was prepared. An effort was made to include activities and experiences which provided new sources of interest and information on a wide range of subjects.

CHAPTER II

SURVEY OF THE LITERATURE

Educators have found the newspaper is not a motivation for achieving a dynamic class, but the dynamic class program includes the newspaper. The trend toward wider use of the newspaper as a supplement to textbooks is an indication of what appears to be an upsurge in the use of the newspaper as a usable tool of education. This chapter presents a review of the growing interest in using the newspaper in the classroom, the functions the newspaper can place in the curriculum, and the importance of the teacher, materials and methods in utilizing newspapers in classroom work.

Growing interest in the classroom newspaper.

Research shows that the use of the newspaper in the classroom is not a new idea. A plan for use of the newspaper in the classroom began as a contest conducted by The Milwaukee Journal, in 1939. Fitzpatrick related how the material was collected and made available to teachers in the book, How to Use the Newspaper in the Classroom.¹

¹Luvella K. Reschke, Alfred Reschke, Edward A. F. Fitzpatrick, and Will C. Conrad, The Newspaper in the Classroom (Milwaukee: The North American Press, 1951), quoted in Introduction.

Early emphasis was placed on how to read the articles meaningfully and critically. "Reading a newspaper intelligently," wrote Dale, in 1941, "is a way of thinking for ourselves."¹

Social study classes were believed to make the greatest use of the newspaper in the classroom. McLendon wrote of his findings on this belief from studies made in 1957. Reports made from committees of representatives from professional organizations in education and the newspaper industry revealed that newspapers were often employed effectively, were sometimes misused, and were most frequently ignored as instructional material in social studies. While the newspaper was utilized in classroom work more often in social studies than in any other field, the committee found that the newspaper was used by classes in fewer than half of the junior and senior high schools of the nation.²

According to McLendon, the growing concern over the situation provided the impetus for regional two-week workshops to build a stronger program in the social studies and other fields of study. The newspaper workshops were held during the summers of 1958 and 1959. The State University

¹Edgar Dale, How to Read a Newspaper (Chicago: Scott, Foresman and Company, 1941), p. 19.

²Jonathon C. McLendon, "Using Daily Newspapers More Effectively," Social Education, XXIII (October, 1959), 263.

of Iowa, Syracuse University, and the University of California at Los Angeles served both years as host institutions for the workshops. Duke University participated in 1959. The workshops were financed chiefly by daily newspapers. The workshops worked under the auspices of the National Council for the Social Studies, the International Circulation Managers Association of the newspaper industry, and the American Publishers Association. Interest in the workshop of 1958 was shown by the attendance of ninety teachers and other school personnel from half the states of the nation.¹

Drake University and The Des Moines Register and Tribune sponsored two-week workshops during the summers of 1961 and 1962. The workshops showed through lecture and work sessions how the newspaper could be an effective teaching device. Seventy teachers and other school personnel attended the 1961 workshop and eighty-five teachers attended the 1962 workshop as reported by The Des Moines Tribune.²

Functions the newspaper can serve in the curriculum.
Editors and journalists believe the newspaper has a place in all parts of the curriculum. Kinney and Dresden stressed the use of current materials in the classroom for better

¹Ibid.

²News item in The Des Moines Tribune, June 26, 1962.

learning. By the use of current materials teachers of every subject find enrichment of their available resources. The utilization of current materials does not supplant the textbook. The textbook can remain to serve its original purpose, sometimes as the basic resource, and again as one of the several basic materials.¹

The classroom instructor of years past used the newspaper as a separate subject. Reschke, Reschke, Fitzpatrick, and Conrad contend the subject method as out-of-date. With the integration of current material into the regular school subjects, a richer resource should be used than the selective classroom newspaper. The richer resource is found in the periodicals and newspaper of general circulation.²

Reschke, Reschke, Fitzpatrick, and Conrad gave other reasons why the daily newspaper has advantages for integrating into the regular school subjects. Because they are distributed on a national basis, the current events publications ignore municipal, county, and state affairs. National and international topics are emphasized. The greatest advance in bringing the classroom down to the present has

¹Lucien Kinney and Katharine Dresden, Better Learning through Current Materials (Stanford, California: Stanford University Press, 1949), p. 16.

²Reschke, Reschke, Fitzpatrick, and Conrad, op. cit., pp. 28-30.

come from fitting into the school work the study of community programs.¹

The fact that knowledge of a paper's many possibilities would result in a teacher making greater use of the newspaper in the curriculum was discussed by Hoffman. It is believed that when the opportunity arises teachers will make assignments to locate more information on some items and assign further newspaper reading in some fields. Too many children think of the newspaper as a source of the comic section only. The teacher should first plan to interest the children in the news section. Secondly, the teacher should take advantage of the situations presented in the paper to further discussion periods, gather additional data on present-day events and to aid the general growth of the child.²

Matlack believed the newspaper should be used to motivate, to arouse enthusiasm, and to help the pupil think for himself. It should provide an opportunity to build intelligent citizenship.³

Thomas and Swartout summarized the functions and the

¹Ibid., p. 30.

²Hazel Ward Hoffman, "Read All About It!" The Grade Teacher (February, 1961), 90.

³Matlack, op. cit., p. 95.

importance to the teacher of the newspaper and other current reading materials as follows:

Current reading materials that are serving as valuable learning sources in schools include magazines sold on the newsstands, newspapers aimed at the general public, news magazines and newspapers designed specifically for school use, well-written comics, and free or inexpensive pamphlets issued by government agencies, philanthropic and business organizations.

Of particular importance to the teacher are:
(1) the up-to-date character of these materials and
(2) the fact that such materials can be readily adapted to various teaching patterns.¹

Schools are teaching the citizens of tomorrow. The curriculum of the school has the important task of keeping the student informed and of teaching the student how to keep informed about the affairs of the day in adult life. To most of the population, according to East and Dale, the newspaper and the magazines serve as general basic textbooks. When students leave school these are probably their only texts. East and Dale emphasize the importance of teaching these people to read current materials intelligently. Students need to know what can be found in the press, how to glean facts from opinions, how to sift through the words to find the underlying principles and policies of the materials they read. They need to set up their own standards

¹R. Murray Thomas and Sherwin G. Swartout, Integrated Teaching Materials (New York: Longmans, Green and Company, Inc., 1960), p. 117.

for integrity and to judge their reading material by these standards.¹

Newspapers and magazines must be studied in the schoolroom for another reason. They include reports on life as it is being lived. Schools work with their communities and children learn many of their important lessons through participation. East and Dale believe that local and community news is taking its place beside the words of the textbooks.²

A pamphlet published by The Miami Herald expressed similar views:

Schoolbooks may sometimes seem remote. Newspapers link the books with NOW. Newspapers, read by the man in the street as well as the scholar in the study . . . bring knowledge out of the past and into the sharp light of the realistic present.³

The importance of the teacher and the classroom newspaper. The most effective use of a learning situation needs guidance and direction from the teacher. The teacher should understand her role and the essential functions which are to be performed. The goals a teacher seeks to

¹Marjorie East and Edgar Dale, Display for Learning (New York: The Dryden Press, 1952), p. 136.

²Ibid.

³The Miami Herald, "How to Get the Most out of Your Newspaper" (Miami, Florida: The Miami Herald), p. 17.

develop in the classroom were listed by Wiles as follows:

1. a class in which each pupil feels accepted, at ease, successful, and responsible for helping others;
2. a class in which pupil leadership may emerge, morale is high, the feeling of group unity is strong, and pupils grow in self-control;
3. a class in which individuals and groups increase their skill in collecting and recording evidence of growth, making judgments, and revising plans;
4. a class in which the individual grows in understanding of himself and more adequately selects from the environment the experiences and resources which he may use to further his purposes.¹

It is important that the teacher be up-to-date and all classroom subjects be brought within the focus of present-day living. Reschke, Reschke, Fitzpatrick, and Conrad expressed their ideas on ways an alive, alert, well-equipped teacher can keep her classroom up-to-date. It is their belief that a teacher today should consider it a daily necessity and a duty to read the newspaper, the periodicals, and the latest books. It is essential for the teacher to study the particular community in which she is working to bring a classroom up to the present. The teacher should know the resources of the community and recognize the ways they can aid her in her work. It is important that the teacher know if there is a live newspaper. The teacher should know the editor, the local radio manager,

¹Kimball Wiles, Teaching for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1952), pp. 30-31.

and other officials well enough to ask for materials and even personal help on school programs.¹

Wiles has written that "if the classroom is to be an effective learning situation, we are forced to work with all the educative forces in the community."² In fact, according to Wiles, any person one meets may contribute the word or the idea that will open the eyes to new possibilities. A constant search for new ideas is essential for creative improvement in a teacher's way of working.³

Materials and methods in utilizing newspapers. The teacher must plan and organize the work carefully for effective learning. The procedures a teacher uses must be adapted to meet the needs, interests, and abilities of the pupils in the classroom. Garrison summarized his views as follows:

Learning is a goal-seeking activity; so is teaching. The techniques used for learning and for teaching are the same, but in learning they are used to do the work and in teaching to help pupils do the work more effectively. The techniques selected are those that are best suited to organize the learning activities and to achieve the desired goal.⁴

¹Reschke, Reschke, Fitzpatrick, and Conrad, op. cit., pp. 25-26.

²Wiles, op. cit., p. 309.

³Ibid., p. 344.

⁴Noble Lee Garrison, The Improvement of Teaching (New York: The Dryden Press, 1955), pp. 112-113.

Efficiency in planning and handling materials increases the value of the newspaper on classroom work. Plans for securing and handling current materials must take into account the purposes they are to serve and the requirements of the school. Kinney and Dresden found that these plans must take into account the following purposes:

1. providing current periodicals and news material in sufficient variety and amount so that each pupil may learn to use them intelligently;
2. providing for systematic collecting and filing of miscellaneous fugitive material--pamphlets, bulletins, and advertisements;
3. accumulating files of background material for news stories and teaching units;
4. co-ordinating classroom activities with the library and the audio-visual program of the school.¹

According to Thomas and Swartout, a good way to make wise choices of teaching methods and materials is to state the class goals clearly and then to be guided by these questions: (1) What are the characteristics of my pupils? (2) Do I know a learning pattern or learning principles that will be most efficient for pursuing these goals? (3) What methods and materials are available? How well are they suited to my pupils and our goals?²

¹Kinney and Dresden, op. cit., p. 131.

²Thomas and Swartout, op. cit., p. 49.

CHAPTER III

DEVELOPMENT OF A TEACHING GUIDE

I. INTRODUCTION

A teaching guide contains many helpful suggestions for experiences, methods, and materials from which a teacher may choose, select, or modify for her own use. Children are endowed with a natural curiosity. If handled properly by a teacher, this curiosity can make education a pleasure.

In this chapter, the investigator will describe how felt needs and interests of students, teachers, and school personnel led to the development of a two-week introductory guide of the newspaper for intermediate grades. The development of the use of the newspaper in subject activities shows how a variety of learning needs were selected to meet the interests of the students. The value of culminating and continuing activities and an evaluation of the teaching guide are included in this study.

II. DEVELOPMENT OF TWO-WEEK INTRODUCTORY GUIDE

To develop a teaching guide to incorporate the newspaper into the curriculum as a supplement to textbooks for intermediate grades required careful study on the part of

the investigator. Motley and Biddle stressed the necessity for each teacher to consider the character of the population served by the school and the newspaper, the groupings in the individual classroom, and the school's curriculum before introducing the use of the newspaper in the classroom.¹

An awareness of the need of a study of the newspaper arose through student interest. The investigator aroused curiosity and interest in a fifth grade class through a "Question of the Day" on the blackboard. The answer to the question could be found in the previous day's paper. The students became interested and began to ask questions of their own.

A bulletin board which featured people in the news aroused much interest. Headlines from various newspapers were posted in an attractive manner. A paper newsboy on the bulletin board held out an important news story for the students to read.

Through discussion the investigator and the class realized the limited amount of time spent by students of their grade level in reading the newspaper. The investigator used a written form of questions to determine how well each student knew the parts of the paper and the amount of

¹Maude B. Motley and Thelma S. Biddle, Introducing the Student to the Newspaper (Richmond, Virginia: Richmond Newspapers, Inc., 1960), p. 4. (Booklet.)

time spent on various sections.¹ The questions were also used in the fourth and sixth grades. This questionnaire revealed a need for a planned study of a newspaper. The investigator realized the guiding principle summarized by Lee and Lee that developing a new program is a continuous process carried on within the school system.²

The students were interested and ready to learn about the newspaper. The characteristics of a desirable unit were stated by Lee and Lee as follows:

The unit should be based on purposes which are real to the children. It should arise from the interest and needs of the group, developing out of the on-going life of the group.³

Lee and Lee summarized the guiding principles in developing a new program. The principles which guided the investigator in this study are listed:

1. The curriculum is considered to be the actual experiences of each pupil which are affected by the school.
2. Curriculum development is a democratic process utilizing the services of pupils, teachers, parents, community, and outside educational agencies. Too often it has been only a function of teachers.
3. The teacher is responsible within broad limits for the guidance of pupil experiences. This means that teachers must be encouraged and be free to experiment.
4. The course of study is only one means to be utilized for the improvement of teachers in the guidance of pupil experiences.
5. The course of study should be rich in suggestions for experiences, methods, and materials. It should not be prescriptive.

¹Appendix A.

²Lee and Lee, op. cit., p. 211.

³Ibid., p. 224.

6. The individual school provides one of the most effective units for developing desirable improvement.¹

The building principal encouraged the investigator to include a newspaper study in the fifth grade class. The elementary supervisor provided suggestions, encouragement, and helps. Plans were made for various activities to be used in other intermediate grade classes in the building. A letter was sent to the parents of the fifth grade class explaining the proposed plan.² The investigator realized the necessity of cooperative planning in building a curriculum and the principles of educational leadership involved.

Plans were made to receive The Register and Tribune at special school rates.³ Each student received a newspaper, delivered to the school five days a week, at less than the regular subscription price. The paper was used by the investigator to familiarize the student with all sections of the newspaper.

Burton believed that a unit should be cooperatively controlled by the group of learners and the teacher. The pupils should participate in the selection and initiation, help plan activities, and evaluate activities and goals.⁴

¹Ibid., p. 211.

²Appendix B.

³Appendix C.

⁴Burton, op. cit., pp. 247, 248.

The investigator involved the children in group planning. Groups of five were organized with a chosen leader. During the two-week introductory study a group would enter the classroom before school to distribute the papers and to choose news items to report to the class. Group members would report to their leader their selection of a news item. The leader would be responsible to see that the group reported on different news items. The group would discuss and evaluate the news item before giving the report before the class. The reports helped to interest the class in interesting articles to read from their own paper.

Interest in the newspaper study revealed itself in many ways. The children were eager to receive their papers. Each student chose and prepared the report to be given before the class with great care. The students were curious as to which section would be studied the next day.

The investigator used ideas gained from attendance at a Drake University Newspaper Workshop in 1961 to guide the class study of the sections of the paper. It was the realization of the need of a more complete guide that led the investigator to compile materials for the guide presented in this report.¹ Educational services from The New

¹Appendix D.

York Times¹ and The Chattanooga Times² offered materials which proved to be most helpful for an introduction to the study of the newspaper. The value of experience, the help of educational services of newspapers, and the suggestions of other teachers were used in organizing the guide included in this study.³ A guiding principle of Lee and Lee was used in organizing the guide.⁴

The class gave group reports during each day's opening exercise period. This twenty-minute period was provided for a study of one section of a newspaper. Activities for the section studied were tried at the time of the study, during the day, or as outside study for the student.⁵

As a review of the entire two-week study a list of questions was compiled from the newspaper.⁶ By an examination an estimate was made as to the progress in handling an adult newspaper in reference to actual use.

To help the students acquire an understanding of the work which enters into making a newspaper, and to meet

¹A Curriculum Service Booklet, Introduction to a Good Reading Habit (New York: The New York Times Educational Services, 1959).

²A Curriculum Guide, Introduction to a Good Reading Habit (Chattanooga, Tennessee: The Chattanooga Times School Service Program, [n.d.]). (Booklet.)

³Appendix D. ⁴Lee and Lee, op. cit., p. 211.

⁵Appendix D. ⁶Appendix E.

people who work to publish the local paper the class visited the local news office. The sixth grade class made and edited a class newspaper.

The suggested activities to close the two weeks study, which are included in the guide, emphasize the importance of knowing the sections of the paper and how to use them.¹ The evaluation, according to Lee and Lee, is developed to measure the extent to which the purposes had been realized through the activities.² The investigator used an evaluation checklist.³

III. DEVELOPMENT OF SUBJECT ACTIVITIES

The development of subject activities which can be integrated with subject matter taught in the intermediate grades will aid the teacher in selecting experiences for any given class.⁴ Ragan stressed the necessity of an elementary school program to provide a great variety of learning needs to meet the needs of the children. In order for learning to occur the child must want, notice, do, and get something.⁵

¹Appendix D. ²Lee and Lee, op. cit., p. 246.

³Appendix F. ⁴Appendix G.

⁵William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1960), pp. 33, 36.

The investigator found the need of careful planning of the use of the newspaper in the various classes. The newspaper served as a day-to-day source of information on many subjects.

The guiding principles for the development of the curriculum of the elementary school were listed by Lee and Lee as follows:

1. The curriculum is considered to be the actual experiences of each pupil which are affected by the school.
Experiences should be so selected and guided as:
2. To result in socialized human beings
3. To give consideration to the emotional development of children
4. To develop democratic skill, attitudes, and procedures
5. To give consideration to the health and physical development of children
6. To make provision for the individual differences in children
7. To be suitable to the maturation level of the child
8. To meet the needs, purposes, and interest of children.
9. To be educative rather than mis-educative
10. To enlarge the child's understanding of important concepts
11. To aid in the development of new meanings and expand experiences through the utilization of previous meanings
12. To develop new meanings through adaptation of the needs of the local community, utilization of available local resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations
13. To utilize some important aspect of thinking
14. To make possible successful achievement by the child.¹

¹Lee and Lee, op. cit., p. 204.

Lee and Lee say that new meanings should develop through adaptation to the needs of the local community, utilization of available local resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations.¹ The investigator used specific assignments directed to information about the community or region in which the child lives, reports about the local government, oral reports, headline and news story scrapbooks, cartoons, advertisements, weather maps, temperature charts, classified ads, the woman's page, accident reports, and pictures.²

A number of activities were selected and guided to provide the result of socialized human beings. Democratic skills, attitudes, and procedures were developed as children had an opportunity to work together, to plan, to execute, and to evaluate.³ Group projects, as investment in stocks, bulletin board committees, class scrapbooks, and dramatizations provided opportunities for cooperative endeavor and the social and emotional development of the child.⁴

The materials and activities selected should make provision for the individual differences and maturation

¹Ibid., pp. 203, 204. ²Appendix G.

³Lee and Lee, op. cit., pp. 198-204.

⁴Appendix G.

level of the child.¹ Many activities were tried and evaluated by the investigator and other teachers in the intermediate grades. Some activities provide opportunities for sharing, creating, using reference materials, and reporting. There are activities for making a dictionary, writing stories, drawing cartoons, filing, writing letters, interviews, writing essays, dramatization, analyzing news items, working problems, construction of art materials, news reporting, imaginary broadcasts, and using reference books to find more information about an article or story.² The variety of the activities contributed to providing interest and building skills of different abilities.

The investigator developed activities to be used for a particular class. Some activities required a period of time to complete. Activities, as scrapbooks, were started in fifth grade and were used and completed in sixth grade. Clippings and pictures were carefully filed. Another principle for developing a guide was met by the teacher.³

There should be experiences which are so guided and related as to utilize some important aspect of thinking.⁴ Class discussions about an editorial, why more space

¹Lee and Lee, op. cit., pp. 200-204.

²Appendix G. ³Lee and Lee, op. cit., p. 204.

⁴Ibid.

was given to one story than another, the difference between a news story and an editorial, choosing and selecting only those articles which had direct bearing on the topic being studied, and evaluating others' reports were a few of the ways the investigator provided development of critical thinking.

IV. CULMINATING AND/OR CONTINUING ACTIVITIES

The investigator used the term culminating and/or continuing activities to mean any activity which departs from the purely academic, and becomes an activity with the purposes of community and group welfare. It involves coming to conclusions, evaluating progress, and making suggestions for additional study. Ragan says the activity should give the child a feeling of accomplishment and a greater sense of solidarity.¹

The pupils of the investigator prepared a bulletin board about the sections of the newspaper, with the caption "Do You Read All Parts?". The bulletin board received much attention during open house.

A student brought a newspaper from Japan. Interest was aroused. Other students in the school added to the collection. This experience was a satisfying activity to the students.

¹Ragan, op. cit., p. 153.

The investigator included other activities which other teachers used successfully in the intermediate grades. It was felt they provided the students with a feeling of satisfaction and accomplishment.¹ A list of films² and filmstrips³ which had been previewed, and an evaluation checklist⁴ should be helpful to a teacher and are included in the study.

IV. EVALUATION OF THE TEACHING GUIDE

To evaluate a teaching guide and to integrate the newspaper as a supplement to textbooks for intermediate grades, the investigator observed individual and group progress. Some evaluation was made cooperatively with the children. Some evaluation was made cooperatively with other teachers. The evaluation included the observation of activities completed and the interest shown, as applied to the educational objectives used in studying the newspaper in the classroom.

Objectives. The first objective was to provide an environment with experiences in which children became interested in the newspaper and were challenged by its

¹Appendix H. ²Appendix I.

³Appendix J. ⁴Appendix K.

content. The investigator felt the students were aroused by the daily question on the board and they were interested in the source from which it came. The bulletin board was an arranged environment which created interest and stimulated the children's thinking.

The second objective was to provide teachers and students with a better understanding and a deeper appreciation and knowledge of the newspaper. The investigator observed a change in the children's manner of reading the newspaper as they gained a knowledge of its sections. The children helped each other find articles and information as they learned the features of the paper and as a result had a sense of accomplishment. It was possible to notice the feeling of pride the student felt as skill was gained in quickly finding things in the newspaper. The students were curious as to what new section of the paper would be studied each day and they showed surprise and delight as new channels of communication were opened to them. As children gained understanding of the newspaper they shared information and expressed themselves freely.

By utilizing a guide to the sections of the newspaper the investigator found the instruction to be more definite and systematically planned. In using the guide the investigator felt more secure in presenting the sections of the newspaper. Other instructors believed the guide offered a

sense of security in providing students with a valuable learning experience.

The objective of using the newspaper effectively as an essential source of information in several courses was accomplished when the investigator assembled a collection of activities for social studies, reading and literature, language and spelling, science, health, safety, arithmetic, art, and music.

The interest and encouragement given the investigator by the principal and supervisor were helpful in creating an atmosphere of friendliness within the school toward the greater development of the program. Working with other teachers, sharing experiences, and exchanging ideas of successful activities and methods in using the newspaper helped the investigator to utilize the newspaper in more and different ways. In visiting the local newspaper office, the students and the investigator learned to know more of the people serving the community. The investigator felt free to ask for community services. Sharing pamphlets, books, and service bulletins from many newspapers made the investigator and other teachers more aware of the current materials available and effective ways in which they could be used.

To meet the objectives of indicating the value of developing early reading habits of all parts of the paper and introducing use of the newspaper for the present and

for the future, students were involved in various meaningful learning activities. The investigator observed a large vocabulary growth by use of the newspaper in the classroom. Parents were enthusiastic and showed greater respect toward the children's reading habits. Through listening and through parent-teacher conferences, the investigator realized the children were entering into adult conversations and discussing newspaper issues with understanding. To develop early reading habits of all parts of the paper gave the pupils opportunity to use the newspaper as source for gathering and collecting facts. The investigator observed the interest and continued work by students on individual files and scrapbooks. It was felt that this interest and experience laid foundations for future newspaper reading.

The group attitude showing interest, creative thinking, and curiosity made the investigator feel that the newspaper served to vitalize the classwork for the students. Timid and shy children seemed to grow in their ability to express ideas in such activities as a cut-off comic episode. The investigator felt reading skills were accelerated. The children showed increasing awareness of the many uses made of newspapers.

Learning experiences. The investigator felt the varied types of learning experiences contributed to

continued interest and enthusiasm by the class. By composing, cutting, mounting, drawing, comparing, recording, discussing, writing, and dramatizing the children developed skills and abilities in challenging ways which seemed to stimulate their thinking and learning.

It was noted by the investigator that the students listened intently. The directions for the activities were simple but clear. Repetition of directions seemed unnecessary.

The group seemed to find group activities and imaginary activities the most challenging and interesting. The investigator observed that group meetings were held in homes after school hours for practice in presenting a group activity to the class. Free time at school was often used by the students to plan or improve an activity.

The comments of the children, the group evaluation, and the interest shown in art activities were noted by the teacher. The members of the class showed imagination, creativity, and artistic ability while working with inexpensive materials.

The understanding that contributions and ideas are shared to improve community living was developed during the field trip to the newspaper printing office. Through the letters written to the news office following the trip the teacher noted the student's appreciation of their own community's paper and workers.

The investigator felt the varied activities, the numerous requirements to complete an activity, and the many ways used in evaluating the activities provided for individual differences within the group. There were many occasions in which the individuals could choose from a group of activities. The activities completed resulted in variance, depending on the effort and interest shown, and the ability of the child.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study to formulate and assemble subject activities and experiences and an introductory guide to aid intermediate grade teachers so that they can use more effectively the newspaper as supplementary material in their classroom work. From this guide of successful teaching practices and pupil activities in the use of the newspaper in intermediate grades, activities can be expanded and adapted to fit the needs of a class and to enrich the curriculum of any classroom.

Professional books and pamphlets prepared by journalists, teachers, and educators were examined and studied to find objectives, methods, and activities for use in the guide. Periodicals containing articles written by teachers and other people who worked with the daily newspaper in their classes were reviewed.

While attending a Drake University Newspaper Workshop during the summer of 1961 many aids were received through committee reports and suggestions, free materials, film and filmstrip previews, a class demonstration, information

presented by newspaper people who were specialists in their field, a tour of the Register and Tribune plant, by workshop members, and by Dr. Stonecipher. Fellow teachers who attended the 1962 workshop shared materials and successful activities used in their classrooms to help further the development of the guide. Much of the material received was presented to intermediate grade students during the school years of 1961 and 1962.

Team teaching proved to be a valuable opportunity to share, to use, to formulate, and to assemble activities which can be integrated with the intermediate grade curriculum. The activities which were used successfully by other teachers and which proved to increase the student's interest, knowledge, and understanding of the subject were selected and placed under the proper subject headings in this guide.

The local newspaper was used extensively by the investigator in science, social studies, grammar and usage, and art classes. The local newspaper was brought into the classroom each day and clippings were continually used to add to newspaper booklets, on science and health, safety, history and geography, art, music, cartoons, headlines, and sports. Clippings were used in reports on bulletin board displays. The local newspaper office extended their services as resource personnel, visitation of the plant, and free newspaper copies for classroom use.

The Register and Tribune educational services were used. Due to reduced rates each student of the investigator of this guide received newspapers of their own for a two-week period. This was most important to develop an introductory two-week guide and an understanding of the parts of the newspaper. During this study watercolor and cartoon displays of Frank Miller of The Register and Tribune were displayed, studied, and examined. The art teacher used the watercolor display pictures in a study of colors.

Dr. Stonecipher of Drake University displayed his newspaper library which was used extensively by the investigator of this study during the summer of 1962 to gather materials to be used in the study. Activities and suggestions from other newspaper workshops, books, periodicals, and reports were collected from the library. The library display was especially helpful in the collection of activities used in integrating the newspaper with subject matter. These activities were later tried in the classroom. If they were successful activities, according to the investigator and other teachers' subjective reasoning, they were included in this study and this guide.

To obtain materials to develop a two-week introductory study of the newspaper the investigator examined educational free material from leading newspapers throughout

the country. Educational departments of The New York Times and The Chattanooga Times sent materials, which after examining, using, and assembling them into a usable pattern, were used in this study. The investigator had used the materials with a fifth grade class in 1961. The experience gained from this use proved to the investigator the necessity of a day by day study guide to make the two-week study successful and meaningful. Revisions and changes were made and the guide included in this study was used by the investigator with a fifth grade class during the fall of 1962. Other teachers used and followed the guide with variations as to time and the order of use.

The investigator observed class interest and use, as well as individual initiative, use, and enthusiasm to evaluate the activities included in the guide. The value of the guide to other teachers was expressed by their use, their suggestions, their interest in the study, and the materials presented to the investigator to help develop the guide and its activities. The investigator observed the value and use of children keeping their individual file of clippings. Clippings collected during fifth grade and used in individual sixth grade science notebooks proved to be valuable resource booklets on material not found in present-day textbooks.

II. CONCLUSIONS

Preparing this study, collecting and organizing materials for the guide, and making practical use of the guide in the classroom made this study interesting and worthwhile to the investigator. Previous use of the newspaper had been limited to use in social study classes and to reports. Once the students had become familiar with the sections of the newspaper it was amazing to observe the increased interest in collecting, sharing, and reading material they found in their newspaper. It was not unusual to find that students who at one time knew only the comic or sports sections of the paper were turning to other sections of the paper with true interest and understanding. Parents were very receptive to the use of the newspaper study and often commented on their child's newspaper interest in the home.

The study has shown the investigator an almost endless number of ways in which the newspaper can be used in all classes. The use of these activities in the classroom convinced the investigator of their value as to interest, to making use of material which is ever changing, to furnish fresh and interesting material for skill drills, and to the growth of skills by using the newspaper as a variation of regular class exercises and assignments.

From this study the investigator would conclude that news articles are of value in enriching the social studies curriculum. Students can be stimulated to understand and appreciate a medium which brings them information about current happenings. They learn their responsibilities in a democratic society. Newspaper study can serve as a basis for critical thinking, for making judgments, and for life-time enjoyment. In this changing world the newspaper is the recorder of day-by-day history. The newspaper can serve as a common source of information for children to find answers to their own questions.

Cartoons are used for various reasons. The most common reason is for entertainment interpreted at a glance. They provide a way of learning which is out of the realm of ordinary textbooks. Instead of being just a humorous picture there is a definite bit of local, state, or national history pictured in a humorous style. Health habits are easily understood and even enjoyed when presented in a cartoon.

The newspaper offers an inexpensive and unlimited source of material for the creative mind. The newspaper is an important source to keep readers informed of all important developments in such fields as art, literature, theater, music, movies, and television. The study has shown the investigator the intermediate grade children can grow

creatively and intellectually by using the newspaper in the classroom.

Much enrichment and drill can be provided in elementary mathematics through working with the newspaper. The study convinced the investigator of the value of using problems taken from every-day life.

The newspaper was especially helpful in supplementing textbooks in the English field. The practice skills in punctuation, in grammatical usage, and in vocabulary can be enlivened by newspaper examples. In many ways the newspapers can serve as a foundation for broad social experiences that can be included in English classes as a part of general cultural growth.

The study has shown the investigator the necessity of reading a newspaper to keep abreast of what is happening in the field of science. The progress of science is too rapid for textbooks and students must be kept alert as to these rapid changes.

The investigator has found the newspaper can serve as an encyclopedia. A good reader can take advantage of the information if he is aware of the services the paper provides. It was amazing to observe the number of articles brought into the classroom by the students which were related and added to information on the subject being studied. The serious approach to newspaper reading is

important but the teacher should not overlook the important purpose of reading for relaxation.

There are sections of the paper which lend themselves to a certain study better than others. The study has shown the need to choose and to select the sections of the paper which are best to use for the lesson being taught.

The teacher may be limited in the choice of the section or the article to be used on a certain day. How extensively the articles will be read, discussed, or used in class study may depend on the ability of the class and their reasoning power.

Important national or current news happenings of great or unusual importance may make up the major part of the paper. This may limit the study of a particular section.

Each day the paper's content changes. A lesson cannot be planned a week or a day in advance on specific material. The investigator found it necessary to have objectives for the lessons but material and final plans for the lesson were made on the day the paper arrived.

The investigator has found the guide to be helpful in achieving desirable teaching-learning situations. Careful planning gave direction to teaching and gave effectiveness in learning.

III. RECOMMENDATIONS

The following recommendations are made in view of future use of the guide.

1. The teaching of the mechanics of the newspaper be placed in the curriculum according to each school's program.
2. Teachers should expand and adapt the guide to the particular needs of the class.
3. Further study should be made as to learning activities for the intermediate grades in the use of the newspaper in the classroom.
4. The teachers should provide as many media of communication as possible.

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APPENDIXES

APPENDIX A

QUIZ ON NEWSPAPER READING

1. Did you read the newspaper this morning or last evening? _____
2. When you read the paper, do you read for information or for fun? _____
3. Do you read other newspapers than the paper printed in Atlantic? _____
4. About how many minutes do you spend reading the paper each day? _____
5. Do you look at all the pages in the newspaper or do you read certain chosen parts? _____
6. Have you ever gone on a guided tour of a newspaper plant? _____
7. About how many pages does the average newspaper contain? _____
8. How many columns does a page of a newspaper contain? _____
9. What is the slogan of your hometown paper? _____
10. Do you read the headlines? _____
11. Do you read the editorials? _____
12. Are editorials found on the front page? _____
13. Are cartoons and comics the same thing? _____
14. Might your newspaper contain information about your lost puppy? _____

15. Would a daily newspaper contain information
about the temperature of London, England? _____
16. Do you ever clip articles or pictures out of
your newspaper? _____
17. What do you do with your newspaper when the
family is finished reading the paper? _____
18. Do you sincerely believe you get all that you
should out of the daily newspaper? _____
19. Do you feel that a study about a daily news-
paper would be helpful to you? _____
20. Does your family take a daily paper, a
Sunday paper, or both? _____

APPENDIX B

LETTER TO THE PARENTS

Washington School

Atlantic, Iowa

October 24, 1961

Dear Parent:

Realizing that the newspaper is a "living textbook" the fifth grade are planning a newspaper unit in November. Through the unit study the student will be acquainted with the parts of the newspaper, how to read the newspaper, and how to put the newspaper to practical use in all subjects.

The Register and Tribune are making their newspaper available to each student for a two-week period (Monday through Friday) at a total cost of thirty cents (\$.30).

A newspaper in each child's hands for a two-weeks unit study would help to make the unit study a success. Your co-operation will be appreciated.

Yours truly,

/s/ Miss Fett
MISS FETT

APPENDIX C

INFORMATION OF SPECIAL SCHOOL RATES FOR

THE REGISTER AND TRIBUNE¹

Des Moines
Register and Tribune
Des Moines 4, Iowa

Greetings:

As an educator, you will be pleased to learn we have a special rate for The Des Moines Register as source material in the classroom.

The Des Moines Register is available to you during the school year at 3¢ a copy which covers only the actual production cost and delivery to your school.

This special rate applies to multiple use in the classroom for ten or more copies for two or more school weeks (Monday through Friday). Thus the cost would be 15¢ a week per copy.

Attached is a special order card. Please fill in the information requested in the spaces provided. Drop the card in the mail. Your first set of Des Moines Registers will be delivered to your school on the date you have indicated.

If you have any questions about our rate or educational services, please write me.

Cordially,

/s/ Fran Reese
FRAN REESE (MISS)
Educational Services Director

¹Copy of an undated letter from Miss Fran Reese, Educational Services Director, Des Moines Register and Tribune.

APPENDIX D

TWO-WEEK INTRODUCTORY GUIDE AND OUTLINE

Lesson One

- I. Front page
 - A. Slogan
 - 1. Placement
 - 2. Meaning
 - B. Publication
 - 1. Date
 - 2. City
 - 3. Number of pages
 - 4. Sections
 - 5. Cost
 - C. Weather
 - D. Simple index
 - E. More complete index
 - F. Headlines
 - 1. Importance
 - a. "Advertise" the story that follows
 - b. Act as a summary of the story and reflect its "tone"
 - c. Help to make the page pleasing to the eye by arrangement on the page and use of different type sizes
 - d. "Attention stoppers"--enables you to tell at a glance whether that particular story has any further interest
 - 2. Types
 - a. "Banner" headlines for momentous events
 - (1) Some newspapers use these headlines even when the story does not merit them
 - (2) The size of the headline indicates the weight the editors attach to that particular news
 - b. "Step Type"
 - (1) The first line is flush with the left margin of the column
 - (2) The last line is flush with the right margin
 - (3) This arrangement brings to mind successive steps, hence the name

- c. "Inverted Pyramid"
- d. Short stories of routine news events are carried under single line leads
- e. Several types are often used for one news story
- 3. Handicaps of space
 - a. Limited by number of columns
 - b. Limited by number of lines devoted to it and type used
 - c. Slang or uncommon abbreviations used in order to fit headlines in the space allotted
- 4. Headline "make-up" is the newspaper's trademark
- G. Headline stories
 - 1. Position
 - 2. Contains the what, who, where, and when of the stories
 - 3. Credit lines
 - a. International News
 - b. Associated Press
 - c. New York Times Service
- H. Position of international, national, state, and regional news

Suggested Activities

1. Identify examples of different types of headlines in the newspaper.
2. Compose headlines concerning some class event.
3. Compare headlines of today with those of many years ago.
4. Collect slogans of leading newspapers.
5. Plan committees to report on main news items each day.

Evaluation

1. Note whether or not the pupils voluntarily look at the front page and use the topics studied.

2. Note whether children show an awareness of the headlines, their position, arrangement, and summarized story.

Lesson Two

I. Pictures

A. Purpose

1. Place a newspaper reader on the scene of the story
2. Show the reader what the leading characters look like

B. Types

1. "On the Spot" news pictures
 - a. Made at the scene of the action
 - b. Made at the exact time of the action
2. Individuals in the news
3. Sports pictures
4. Historical pictures
 - a. Have permanent value
 - b. May be used again and again

C. General sources

1. Staff photographers
2. Press associations
3. Portrait photographers
4. Reference files

D. Wirephoto

E. Radiophoto

II. Cartoons

A. Editorial cartoon

1. Quick idea of the opinion or interpretation of some area of the day's news
2. Newspaper's or cartoonist point of view

B. Political cartoon

C. A cartoonist's objectives

1. Simplicity
2. Create curiosity about what is going on in the world
3. Be controversial
4. Be funny
5. Show importance of area in which we live
6. Recognition of humor in the frailty of human shortcomings

Suggested Activities

1. Cut and mount pictures from the paper and label as to the type of picture.
2. Begin a collection of cartoons.

3. Draw a cartoon about some event from the paper.
4. Write a cartoonist inquiring as to a clearer interpretation of the cartoon.
5. Write a different caption for the cartoon.

Evaluation

1. Do the students use the pictures to supplement the word story?
2. Do the students show understanding of expressed opinions through cartoons?

Lesson Three

I. Sports

A. Kinds

1. Professional
2. Amateur

B. Types

1. "Major" sports
 - a. Football
 - b. Basketball
 - c. Baseball
2. Other sports
 - a. Track
 - b. Tennis
 - c. Boxing
 - d. Golf
 - e. Wrestling
 - f. Bowling
 - g. Hunting
 - h. Fishing
 - i. Swimming
 - j. Hockey
3. Sports are seasonal
4. International
5. National
6. State
7. Local

C. Pictures

1. Coaches
2. Players
3. "On the spot" plays
4. Diagrams

D. General types of sport stories

1. Background stories about the event before it has taken place
2. Detailed report on the contest itself
3. "Follow-up" stories dealing with interesting incidents of the contest and a general analysis
4. Explanatory stories about sports in general or sports figures in the news

II. Sports Column

A. Purpose

1. Give background to sports news of today and of the past
2. Add "color" to the sports news
3. Give seasonal information or helpful tips

- B. Styles of sports reporting
1. More "colorful"
 2. More flippant and slangy style used to arouse interest
 3. Great number of special terms are employed
 4. Contain facts, numbers, and accounts which must be true

Suggested Activities

1. List the sports the newspaper carries that day.
2. Skim the articles and list on the blackboard and circle in the papers the words which are characteristic only of that sport. Examples: punt, half-back, tackle, touchdown.
3. Read with understanding the table of a recent game's results, and read with understanding the abbreviations used to report the results.
4. Use the World Almanac to compare the standing of a team today with a previous year's record.
5. Make a scrapbook of sport's personalities and important sport events.
6. Follow a particular sport personality and his record for a two-week period.
7. Read orally the background story of a coming event. Later read the account after the event has taken place.
8. Add an item to the sport's story that was not given.

Evaluation

1. Do the students show interest in off-season sports happenings as well as those of the season? Do they understand sport language?
2. Observe the ways in which students follow a sports happening from one day to the next. Do the children show interest in predicting and respecting the opinions of others?

Lesson Four

I. Weather

- A. Front page forecast and report
- B. Weather map
 - 1. Origin
 - 2. Date drawn
 - 3. Highs and lows
 - 4. Cold and warm fronts
 - 5. Forecast
 - 6. Minimum and maximum temperatures
 - 7. Key symbols and their meanings
 - 8. Precipitation
- C. Visible planets
- D. Moon phases
- E. Weather information of foreign cities
- F. Weather information of cities in United States

II. Obituary Section

- A. Define an obituary
- B. Interest of the biographical section of the life of the deceased to the reader
- C. Historical relationships in many of the obituaries

Suggested Activities

1. Choose a city from a region being studied in geography. Keep a chart comparing the temperatures of that city and their own city.
2. Compare the temperature of a near-by city with the temperature of a foreign city.
3. Keep a day-by-day study of the movements of the highs and lows across the country.
4. Select the biography of an individual and have a general discussion of his or her contribution to civilization and to the specific field of endeavor.

Evaluation

Directed observation of the use made of the weather in
classroom work.

Lesson Five

I. Radio and Television

- A. News of coming events and programs
- B. Program listings
 - 1. Time
 - 2. Station
 - 3. Outstanding features listed separately
 - 4. Brief previews of major programs
- C. Types of programs
 - 1. News
 - 2. Panels
 - 3. Soap Opera
 - a. Meaning
 - b. Why so called
 - 4. Adventure and mystery
 - 5. Comedy and variety
 - 6. Forums and educational
 - 7. Other

II. Advertising

- A. General types
 - 1. Local
 - a. Department store
 - b. Retail advertisements
 - 2. National
 - a. Motor car companies
 - b. Food products
 - c. Cosmetic manufactures and the like
- B. Art in advertising
 - 1. Appeal to the eye
 - 2. Appeal to the imagination
- C. Current prices of all commodities in display and classified ads

Suggested Activities

- 1. General discussion of programs and their merit.
- 2. General discussion of the role newspapers have in bringing these programs to the attention of the public and in appraising them.
- 3. Check the student's ability to read and follow a schedule by choosing a program and having them

find the time and channels on which it can be viewed.

4. Write and illustrate an advertisement.

Evaluation

1. Test the students' ability to read and understand a radio and television schedule by using a teacher-made worksheet over one particular schedule.
2. Observe the discussion of forthcoming programs among the children. Do the children know who, what, when, and where about the program to be given? Do the children use the program schedule in daily life?
3. Allow the class to evaluate the written and illustrated advertisements as to the type and artistic selling appeal.

Lesson Six

I. Editorials

- A. Meaning
- B. Need
- C. General types
 - 1. Informative
 - 2. Explanatory
 - 3. Laudatory
 - 4. Humorous
 - 5. Interpretative
 - 6. Controversial
- D. General types of material
 - 1. Editor's own opinions in unsigned editorials, clearly separated from other materials
 - 2. Opinions of responsible writers for other publications and syndicated commentators
 - 3. Opinions of readers in letters to editor
 - 4. Background material which doesn't express an opinion but clarifies the news and puts it in perspective
- E. Policies
 - 1. Determined by the publisher and his staff of editorial writers
 - 2. Publisher and his staff determine the stand the newspaper will take on public issues
- F. Writers
 - 1. Wide background of information
 - 2. Able to express themselves logically
- G. Importance
 - 1. The "voice" of the newspaper
 - 2. Seek to guide public opinion
 - 3. Help to keep opinion out of news' columns
 - 4. Provide a stimulus for community programs
 - 5. Reasoned judgments on issues of the day
 - 6. Give the reader a basis for forming his opinion
 - 7. Teaches the public in matters as budgets and legislative affairs
- H. Letters to the editor
 - 1. Devoted to opinions
 - 2. Devoted to observations of the reader
- I. Form of printing
 - 1. Columns of different widths from those of other pages
 - 2. Marks a distinction between news and opinion

II. People's Forum

Suggested Activities

1. Read orally an editorial and discuss the ways it differs from a news item.
2. Write an editorial on a subject relating to the school.
3. Write a letter to the editor on some subject of current interest.
4. Follow for two weeks an editorial that continues or follows a subject of public opinion. Form and write a personal opinion on the subject.

Evaluation

1. The teacher should ask herself at the close of the study the following questions:
 - a. Were the children able to distinguish between fact and fiction?
 - b. Were the children able to detect possible prejudice and bias in the material they read?
 - c. Were the children fully aware of the purpose and importance of the editorial page?
 - d. Were the children able to detect the difference between a news report and an editorial?
 - e. Were the children made aware of a new channel of communication which furnishes knowledge to help them become better leaders and citizens?

Lesson Seven

- I. Movies, Drama, and Reviews
 - A. Movies
 - 1. Theaters
 - a. Present attractions
 - b. Coming attractions
 - c. Stars
 - 2. Drama
 - a. Activities of Community Playhouse
 - b. Account of present attraction
 - c. Time and cost
 - B. Art and Music
 - 1. Listings of exhibitions and concerts
 - 2. Reviews or pictures of coming or present attractions
 - C. Book review
 - 1. Importance
 - a. Learn about a book and the material it contains
 - b. Create interest and perhaps reader will read a book he otherwise might have overlooked
 - c. Lead student to see difference between fact and opinion
 - 2. Author
 - D. Special attractions
 - 1. Appearance
 - 2. Listing and dates
- II. Comics
 - A. Continuous story
 - B. Single story each day
 - C. Dramatic
 - D. Humorous
 - E. Writer and illustrator
 - F. Form
 - 1. Picture tells story
 - 2. Few words
 - 3. Different language
 - G. Interpretation

Suggested Activities

- 1. Notice the difference in style and language. Make all necessary explanatory interpolations and conduct vocabulary studies.

2. Student may comment on film reviewed he has viewed.

Evaluation

1. Give an interest test. Before the test, the teacher should stress that every person should answer each question so that the answer tells what he likes to do, see, or hear. Questions like these may be included: Have you told someone in your family about what we have been learning about the sections of the newspaper? Have you used the newspaper to learn of coming attractions and the players in them? What is your favorite comic? Is your favorite comic strip a continuous story? Who writes your favorite comic strip? Why does the comic strip appeal to you?
2. Notice whether the children have taken interest in the information these sections of the paper can give them.

Lesson Eight

I. Woman's Page

- A. Society news
 - 1. "Personal" side of the news
 - a. Announcements of engagements
 - b. Wedding announcements
 - c. Birth announcements
 - 2. News of activities of organizations, clubs, associations and various other groups
- B. Fashion news
 - 1. Pictures
 - 2. Patterns
 - 3. News notes
- C. Housekeeping hints
 - 1. Furniture
 - 2. Home decorating
- D. News of food
 - 1. Menus
 - 2. Recipes
 - 3. Importance of planning meals because of nutrition and the family budget
- E. Baby care
- F. Child rearing
- G. Beauty care
- H. Etiquette
- I. Finance and budget
- J. Civic and community affairs
- K. Garden and plant care

II. Religion

- A. Churches
- B. Church services
- C. Special church feature stories
- D. Inspirational columns

Suggested Activities

- 1. Clip recipes and make a cook book or a file of recipes.
- 2. Select and comment on health items.
- 3. If possible, follow and make one of the recipes suggested.
- 4. Make a scrapbook collection of pictures of the churches in the area.

Evaluation'

1. Are the children showing increasing awareness of the many uses of the newspaper?
2. Are the children aware that the woman's page contains information of interest and value to men as well as women?
3. Are the children showing interest in planning and carrying out worthwhile projects?
4. Are the children showing an awareness of the interest newspapers place on the spiritual life of the readers?

Lesson Nine

I. Financial News

A. Daily market page

1. News of companies and industries
2. Trends of the market
3. Listing of quotations as prices and transactions
4. News items of importance to the financial world

B. Stocks and bonds

1. Contents

- a. New York stock list
- b. Dow-Jones report
- c. New York bond list
- d. Foreign exchange
- e. American stocks
- f. The business tide

2. Importance

- a. Interpretation of tables
- b. Affect on life of the individual family
- c. Helpful aids to home financing
- d. Wise buying

II. Business News

Suggested Activity

1. Divide the class into groups. Give each group some pretend money. Let the group buy stock. Chart each day's stock report. At the close of two weeks find which group made the most money.

Evaluation

Observe the student in his individual and group work.

Lesson Ten

I. Classified Ad Section

A. Includes

1. Florists
 2. Lost and found
 3. Attractions
 4. Instruction
 5. Help Wanted
 6. Used Automobiles
 7. Mobile homes
 8. Pets and animals
 9. Business opportunities
 10. Farms for sale
 11. Livestock-auctions
 12. Apartments
 13. Farm equipment
 14. Others
- B. Value to person unfamiliar with a town
C. Often serves as a barometer of business
D. Develops skill in reading abbreviated words and incomplete sentences

II. Cost of placing ad in classified section

Suggested Activities

1. Read orally some of the ads. Guide the students' understanding of the ads.
2. Write an ad to fit into the Lost and Found column.
Compute the cost of entering the ad in the paper for five days.

Evaluation

Write on the blackboard various ads that appear in the classified section of the paper. List a variety of items. Use the short abbreviated writing of ads.

When a student is called he will come to the board and briefly describe or explain the ad. He then erases his choice, and the next student called must select an ad from those remaining.

Suggested Activities to Close the Two-Weeks' Study

1. Visit the local newspaper office to meet the editor, to see the various departments, and to watch the people who work to publish the local paper. The students may see the newspaper go to press and gain an appreciation for the work which enters into preparing the paper which arrives in their home each day.
2. Show a film on the newspaper industry.
3. Prepare ten questions on the contents of different departments of the newspaper. The students will test their skill in finding things quickly in the newspaper. When the teacher says "Go," each student searches the newspaper to find the answers to the questions. Allow only a certain number of minutes for the majority to finish. The competitive element has been found to be appealing to students. The questions should not all be of a news quiz quality. One might be: "What is the cheapest price in today's paper for a used Ford?" The point of the test is to check the student's familiarity with the many departments of the newspaper, including the advertising.
4. Visit from a newspaper resource man to talk to the class.

5. Prepare a list of current events questions compiled from the newspaper. Conduct an "open book" examination to estimate the progress the students have made in handling an adult newspaper in reference to actual use.
6. Edit a class newspaper.

Conclusion of the Two-week Study

The two-week outline of suggested ideas, procedure, and topics for discussion is by no means complete. The teacher will want to expand and adapt it to the particular needs of the class and vary it according to the paper which arrives on that particular day. At the end of the project the class will show a marked progress toward reading an adult newspaper, a general vocabulary improvement, and a knowledge of the ways in which the newspaper can serve as a valuable reference and source book.

APPENDIX E

NEWSPAPER REVIEW

11/16/61

How Is Your Newspaper Speed?

Speed _____
Name _____

- _____ 1. What was the net change on Quaker Oats stocks?
- _____ 2. How much was paid for the valuable painting of Crivelli's "Madonna and the Child" at a recent auction in New York?
- _____ 3. Was the temperature in Paris higher or lower than at Audubon?
_____ How much?
- _____ 4. You wish to embroider a panel picture. What is the design or pattern number of a 8 x 12-inch panel?
- _____ 5. What movie is now playing at the Paramount theater?
- _____ 6. Who was chosen co-captain of the Hawkeyes for last Wednesday's football game?
- _____ 7. What would it cost you to purchase all the used cars advertised by the Floyd Lehman Ford used car agency?
- _____ 8. About what fruit did Blondie's family feel worried?
- _____ 9. You are seeking a first grade teaching position. Where might you apply?
- _____ 10. During Tuesday night's game in local high school basketball games, was Webb or Ayshire the winning girls' team?
- _____ 11. As Younkers advertised, the cost of a Man's Remington "Rollamatic" shaver is \$ _____.

- _____ 12. Cartoonist, Frank Miller feels the country
of _____ is being overruled by Russia.
- _____ 13. How does the editor feel the costly hubcap
problem could be solved?
- _____ 14. At what time could you watch Cartoons on
WHO, TV, Channel 13?
- _____ 15. Who was the reporter for the headline story?

APPENDIX F

EVALUATION OF TWO-WEEK STUDY OF THE NEWSPAPER

Checklist:

1. Do the students show that they are familiar with the various departments or sections of the newspaper?
2. Do the students show ability to cope with the headlines and lead paragraphs?
3. Do the children evidence a growing understanding of the various services provided by newspapers?
4. Are the children able to express themselves accurately when talking about newspapers?
5. Do the children evidence use of learned techniques for good newspaper reading?
6. Do the children evidence use of the newspaper as a reference?
7. Do the children show marked improvement in vocabulary?
8. Do the children have a better understanding and appreciation of the importance of the daily newspaper as a medium of mass communication?
9. Do the children show skill in finding things in the newspaper quickly?
10. Do the students seem to feel closer to and more a part of their world?
11. Do the students show evidence of critical thinking when reading newspapers?

12. Do the students evidence habits of newspaper reading and discussion that will be useful long after they have left school?

APPENDIX G

NEWSPAPER SUBJECT ACTIVITIES

Social Studies

Two types of newspaper articles should be brought to the attention of students at the social studies class period. The student should be directed to those articles which will give him a better understanding of the significant happenings in his community. Therefore, carefully selected items from the day-to-day news have an important place in every social studies class. The student should be directed and stimulated to look for articles that will fit into the planned courses of study which the class is to follow for the semester.

1. The teacher may devote a few minutes each day to the discussion of items about the community or region in which a child lives. Specific assignments must be made to direct the reading purposefully. For example, the teacher may say, "In my newspaper this morning I found an interesting article about the new junior high school and the new elementary school building proposed by the Board of Education. Who wishes to report on the article? Be sure to report the exact location of the proposed sites. A map of the city may be used to make this clear

to the class. Perhaps you will bring other clippings or articles and report to the class and place your findings on the bulletin board."

2. The class will be studying about the various regions of the United States. Direct the students to clip from their newspapers all articles and pictures about such topics as the following: lakes, rivers, floods, mines, industries, and other items listed in their textbooks. The articles may be filed and used later as information for reports or posters.
3. Make a scrapbook of the most important newspaper articles or stories for one month. Try to decide which of the stories will be mentioned in history in the year 2060.
4. Let the newspaper bring places of the world closer together. From the newspaper clip headlines on the day's major news. Then put a map of the world on the wall. Thumbtack each headline to the map beside the city from which that story came. Do this every day. It will let the students find and see where the newspaper "comes from."
5. By reading and by guidance from the teacher the class should learn about their local government. They can learn that their city government has a Mayor and a City Council, and the news articles will tell

what kinds of tasks they are doing and what changes they are planning.

6. Have the students compile from the newspaper a list of unfamiliar terms as they appear in the news. For instance, they will notice such terms as civil rights, blockade, highjacking, filibuster, and state of the union. The list might also include abbreviations for agencies and organizations as the G.O.P and the C.I.O. The student may be led to know how to find the meaning of the abbreviation from the article. Each student should learn to become familiar with all terms.
7. After the students are familiar with newspaper writing have them take an event from the history they are studying. The Boston Tea Party may be used. Have the students prepare an account of the event as it might be covered as a current event in a modern newspaper. A headline should be written. Cartoons may be drawn.
8. Trace some continuing event in your newspaper. This may be some event like a hurricane or the launching of a new satellite. Clip the articles about it and make a display of them for the other classmates. Show how the articles grow longer or shorter during the weeks or month and show how they were moved onto or off the front page as the event grew more or less important.

9. Make a collection of the most important people in the nation or the world. Learn to recognize them by their pictures as well as by their names.
10. Collect pictures and articles which show the progress of the country in communication and transportation.
11. Learn to give oral reports about important news happenings. Divide the class into groups of five. Each morning the group will enter the classroom early and choose the article which they will report to the class. One of the group will be the "chief" and help the group to select articles of different news interests. The group will present their articles briefly and tell the class the section of the paper where the article may be found. The students may use their own papers to gain more detailed information about the article.
12. Develop skill in reading maps by using the small inserts included in the papers. Be able to locate the same region on a map of the world.
13. Compare temperatures of places studied in geography with temperatures in their own locality.
14. Keep a present historical calendar of important events and people.
15. Make a chart of the Executive Department and collect pictures of the members of the President's cabinet.

16. Have a current events box. Each student will drop a news item into a current events box. Later each draws one out. The slip drawn becomes the topic for his oral report to be given to the class, followed by an informal class discussion.
17. Learn to read aerial picture maps to determine natural and man-made features.
18. Clip and mount "Your America" items from the Des Moines Register.
19. Make an imaginary microphone or use the school's public address system for a news broadcast given by the students.
20. Make a frieze or a products map from advertisements.
21. Examine advertisements as those of Washington apples, Idaho potatoes, Vermont's maple syrup, or Douglas Fir Christmas trees from Oregon and make a products map from these advertisements.
22. Make a ribbon map locating sports events as professional ball playing, racing, and tournaments.
23. Use individual or a wall map to locate places mentioned in rocket launching and recovery.
24. Study the farm magazine from the Sunday Register when studying the North Central States.
25. For a designated period of time find all the items about Canada or the Latin American countries, depending upon the unit being studied.

26. Develop how man attempts to adjust himself to his environment. Newspaper pictures of dams, irrigation projects, or refrigerator cars prove valuable in teaching how man adapts himself to his environment. Weather maps and reports are useful in showing adaptation to nature.
27. Collect recipes from different countries or sections of our own country.
28. Find accounts of festivals and centennials. Contrast the past with the present.
29. Introduce new units of study with a news item.
30. Prepare imaginary trips. Note the various time schedules of trains, seagoing vessels, or excursion rates. Calculate the cost of the trip. Collect pictures and news items of things to see along the way.

Reading and Literature

It is important to know what a newspaper does for the reader before it can be read intelligently. The teacher must keep in mind that the newspaper tells what is happening in the world, helps the reader to decide which of these things are good and which are bad, aids the reader in solving problems and in learning to live better, and gives to the reader pleasure and some things to laugh about. Various activities are suggested as means for furthering reading and thinking on the part of the student.

1. Read to get current information about the topic in which the class is interested, remembering that information given in textbooks can not be up-to-the-minute.
2. Read to find items that have a bearing upon the general topics being currently studied by the class. Clip and file reference items that tell about special topics the class will study at a later time in connection with the study of English, history, or science.
3. Make a study of newspaper cartoons. Discuss the ways the cartoons influence public opinion. Discuss the characteristics of a good cartoon. Prepare

a cartoon to depict some interesting phase of school life.

4. Encourage wide and varied reading of the paper. Questions will serve as reminders to the student of varied reading habits. What sections are usually to be found in a newspaper? What sections do you read? Can you broaden your reading interests by reading more and different sections?
5. Learn the ways a news report differs from an editorial. Learn the function of a report and an editorial.
6. Study the newspaper advertisements. Notice the ways the advertiser attempts to catch the attention of the reader. Be able to show the ways in which the advertiser attempts to influence the reader to act favorably with respect to the product advertised. What can the student learn from advertising that will help him make his own writings more vivid and effective?
7. Pretend you are a news' reporter and write some of the school happenings in such a way as to appeal to the average newspaper reader. Help the student realize the ways in which such a report would differ from the type of story they are accustomed to writing in an English class.

8. Have the students select the editorial cartoon they like best in the newspaper during the current week, and give a reason for their choice. Discuss whether the idea or the drawing is more important. Guide the students' understanding of Uncle Sam, the donkey, John Q. Public, or other symbolic figures used in cartoons. Have the students think up an editorial cartoon idea from the front page of the paper and outline in words what the cartoon should show. Have the best idea drawn by the student or an art student.
9. Many of the papers contain a daily poem by a noted poet. Clip the poems. Make a poem booklet. Underline the rhyming words.
10. Study a current graph or chart which appears in the newspaper. Develop through questions and worksheets basic work study skills in reading graphs and charts.
11. Clip the radio and television program from the paper. Learn to read the schedule. Increase the students' vocabulary by giving attention to such words as channel, network, central standard time, and listings.
12. Keep a dictionary of new words and their meanings as they are encountered in reading the newspaper. List all abbreviations and their meanings.

13. Make lists of words whose terminology is found in certain subject matter areas, as home run in baseball.
14. List new words, phrases, and sentences that appeal to the student because of their brevity, aptness, or beauty.
15. Encourage the hobby of filling out crossword puzzles and playing word games.
16. Make classroom reference booklets that have a table of contents and an index. Have students find all available newspaper clippings on a certain topic and paste them in a scrapbook. Some suggestive topics are holidays, anecdotes, animals, birds, flowers, authors, United States, foreign born Americans, sports, and current problems.

Language and Spelling

The recognition of the parts of speech may be enhanced by the following supplemental newspaper activities:

1. Recognize common and proper nouns by underlining and circling.
2. Copy headlines and underline the verbs found.
3. Clip and rewrite a paragraph from the newspaper, putting all verbs in another tense.
4. Find examples of poor usage in the comic section, as, "He don't" or "Can I?"
5. Rewrite a comic strip, such as Pogo, and use correct grammar and spelling.
6. Use a tape recorder and tape the conversations of comic characters using poor English and contrast this with conversations of characters using correct English.
7. Clip an ad from the paper and circle all adjectives.
8. Choose a cartoon and write the adverb phrases the cartoon portrays, as, spoke angrily or quickly answered.

Informative news stories contain facts that are valuable aids in various types of discussions and dramatizations. Several suggestions are as follows:

1. Read cartoons for voice inflections.

2. Select the news for a radio news commentary.
3. Use news situations to work out dialogues or short plays.
4. Use cartoon characters in making introductions.
5. Dramatize an advertisement as a buyer, seller, employer, and employee.

The content materials from the headlines to the back page provide a basis for written composition. Some suggestions are given below:

1. Interview interesting people of the community to gather information for a feature story and then write a feature story.
2. Write a letter to an editor regarding a community problem.
3. Write an essay using a theme as "What One Cartoon Taught Me."
4. Read an article on fire, accident, or a similar happening. Write an imaginary "I Was There" story.
5. Analyze and write news items.
6. Use the comics as a cut-off story idea by having the students write or plan the next episode.
7. Write riddles by using comic strip characters as subjects.
8. Write a letter of request asking advice or seeking information.

A student should be aware of the importance of correct spelling in all written material and news articles.

This may be done as follows:

1. Be alert to misprinted words in the newspaper.
2. Select new words which are in current use in the paper and add them to their dictionary, vocabulary, and spelling.
3. Have a current events spell down.

Science, Health, and Safety

News reading serves the science program by bringing into the classroom significant developments in science as they occur. A textbook science study program cannot adequately keep up with the rapid science interests of the present day. There are specific ways in which the newspaper in the classroom can help build up a background of scientific understandings.

1. Use weather maps and rainfall tables in developing aptitude in graphing and making comparisons.
2. Have the students get each day's high and low temperatures from the newspaper and put them on a class graph for the month. Rainfall can also be graphed. Classroom discussion of how to read the weather map published in each day's newspaper can also be of lifelong help to the student.
3. Have the students list all the new scientific words and terms they can find in their daily reading of the newspaper.
4. Make a science scrapbook. This may be a class project. Such columns as "Ask Andy" and "Our New Age" will provide many items for the scrapbook.
5. Keep a file of clippings under headings as nutrition, foot care, water safety, and wildlife. The clippings may be later used for reports, for posters, or for the bulletin boards.

6. Use the garden pages in the study of plants.
7. Report on articles which summarize the findings of new drugs or medical helps.
8. Watch the newspaper for one month. Clip every story about scientific progress which may include discoveries, new kinds of satellites, and air speed records. Report to the class on what a single month has brought in the way of new scientific things.
9. Early in the year review some of the topics to be studied in science and health throughout the year. Keep clippings which may later be used for reports, bulletin boards, or booklets on these units of study.
10. Collect and chart the advertisements which remind us that we are living in an age of rapid developments in science.
11. Use the food pages to find and discuss articles on nutrition.
12. Watch the comment column on the ethics and sportsmanship of athletes. Interviews with great athletes often tell how they learned to play so well, their diet, their training, and their game skills.
13. Keep a notebook of accounts and clippings on articles which show continual developments, as fallout shelters.

14. Read descriptions of a recent storm. Follow the storm course on a map, and report the movement and destruction of the storm.
15. Collect all recent accidents reported in the daily paper. Discuss the cause of the accident and discuss the safety measures which may have prevented the accident.
16. Collect pictures of clouds, lightning, rainbows, and other natural phenomena from the newspaper for science booklets.
17. Construct science instruments as a mercury barometer, milk bottle barometer, anemometer, wind vane, hygrometer, and thermometer. Compare the performance of pupil-made instruments with readings in the newspaper.
18. Use newspaper weather map information to keep a large pupil-made felt map up-to-date.

Arithmetic

The world of today is a world of mathematics, and it is becoming more so. The daily newspaper helps to inform and instruct the reader on the economy of the present world.

1. Plan a day's grocery list which will include items for the evening meal. Pretend you have five dollars. Use the advertisements in the paper and see which student can buy each of the items and purchase them the most economically.
2. Pretend you have five items of some sort for sale. Look up the newspaper's classified advertising rate per word and figure how many words you can buy for the money you have to spend. Perhaps twenty words may be bought every day for a week. Write an inviting ad in that number of words.
3. Have each student note something in his or her attic that the family would like to sell. The student must find from the classified advertising rate how many classified ads and of what length he can feel justified to use to sell the attic item. Write the classified ad and compute the cost.
4. Record the temperatures for various cities for a week. Chart these on a graph. Find the average temperature for each city for a week.

5. Clip and mount big numbers found in the paper.
Learn to read the numbers.
6. Collect and chart different math shapes which appear in the local paper.
7. Pretend you have \$1000 to invest in stocks. Divide the room in groups. "Buy" shares of stock. Watch the stock tables for a month to see whose shares go up or down in price. By multiplying each day's price per share by the number of shares "bought" the students can see if their \$1000 has grown or shrunk. The project affords skill and understanding in making and using graphs, as well as competition and excitement, in which group "made the most money" during the month from his "dividends" and from the "sale" of his stock when the project ends.
8. Choose a particular advertisement and add all the costs given as an extra practice exercise in addition.
9. Study charts and graphs in the newspaper as an understanding and introduction to those to be prepared by the students.
10. Pretend you have three dollars to buy some groceries for the evening meal. From the food advertisements work out such problems, as, the amount of steak which might be bought with the three dollars.

11. Use a recipe to study fractions. Have the students find the proportions needed to make half the amount of the recipe. Find the proportions needed when the recipe is doubled.
12. Use a house plan to learn to read by scale, to find area of the plan or certain rooms, to find the perimeter, or to find the difference in area between two different rooms in the house.
13. Use a weather map to make graphs showing comparisons of temperature, precipitation, hours of daylight, or how rapidly the days lengthen or shorten.
14. Make problems from the ads of a car dealer. Find the lowest and highest priced car. Find the difference between the prices.

Art and Music

Regularly news about paintings, drama, music, sculpture, and architecture are covered by a newspaper. This may be a report of something new, a review including the opinion of an expert, or a notice about an available exhibit or concert. The study of the newspaper should open to the students a range of new interests and occupations in the realms of art, music, literature, and the theatre, and should stimulate good taste and critical judgment.

1. Clip and keep scrapbooks of current artists and musicians. Try to include some of their works if possible.
2. Collect pictures to be used for reports, bulletin board displays, booklets, and reference. The Sunday paper often carries colored pictures and human interest pictures which may be used as a study of colors.
3. Cut large letters from the paper which show different type. The letters may be used for booklets or displays.
4. Use newspapers to make papier-mâché maps, pinatas, or animals.
5. Select a comic strip as Pogo. Draw a comic strip as it may appear in the next day's paper.

6. Keep pictures and accounts of known television artists in music and something of their life or works.
7. Tear paper into odd shapes and let the imagination devise pictures or designs.
8. Use newspapers for an art apron. Fold the paper in half, place a ribbon through the fold. Each child may decorate his apron.
9. Make designs on newspaper for backgrounds.

APPENDIX H

CULMINATING AND/OR CONTINUING ACTIVITIES

Culminating and/or continuing activities refers to any activity which departs from the purely academic and becomes an activity with the purposes of community or group welfare improvement. The function of the culmination of a unit is to give pupils opportunities to draw conclusions and to apply them in practice. Culminating activities provide pupils with a feeling of satisfaction and accomplishment.

1. Several newspapers which had been collected from various states could be exhibited. These could be placed on a table in the hall where all could see. The object being to interest others in the school to read more as well as stimulating those participating.
2. Present an original skit to the entire school, or to another class. Such a skit could be presented by the class with the main purposes of interesting others in reading some section of the newspaper.
3. Use the bulletin board to stir up interest in the use of the newspaper. Change the bulletin board often. Use pictures, maps, headlines, or blown-up articles. The local newspaper office may be

willing to allow the students to set up a public window display.

4. Edit a class newspaper. Those interested may choose a summer editor, reporters, and other news personnel to meet during the summer and edit a summer edition.

APPENDIX I

FILMS

Title: IOWA'S EXPANDING ECONOMY

Where secured: Des Moines Register and Tribune

Kind: Black and white

Suggestions for use: Geography

Summary and Evaluation: Shows growth of industry in a recognized agricultural state. Points out Iowa's advantages of geographic location, natural resources, and personnel. Pictures Iowa's many industries as well as Register and Tribune coverage of the Iowa market. Shows changes to mechanized farming and increased size of and decreased number of farms.

Title: HOW TO READ A NEWSPAPER

Where secured: University of Illinois (rental film)

Kind: Black and white

Suggestions for use: Use in introduction for classroom use of newspaper

Summary and Evaluation: Gives student viewer pointers on how to scan a newspaper page to find items of interest through using headline. It shows how to look for the "lead" or the answer to the who, what, where, when, how, and why questions to be found in the first paragraph of an item. Emphasizes reading more than one newspaper to get both sides of controversial issue.

Title: IOWA-LAND OF OPPORTUNITY

Where secured: Register and Tribune

Kind: Color

Suggestions for use: Intermediate through junior and senior high social studies or study of Iowa

Summary: Shows Iowa's agriculture, industries, and coverage of state by Des Moines Register and Tribune.

Title: EARTH IS THE LORD'S

Where secured: International Harvester

Kind: Color

Suggestions for use: A forerunner of a unit on conservation or a nature study unit.

Summary and Evaluation: Nature in color. Has conservation aspects.

Title: DEMOCRACY'S DIARY

Where secured: University of Illinois

Suggestions for use: Upper elementary through high school.
Conclusion to newspaper unit.

Summary: Includes all newspaper workers and techniques they use in producing New York Times.

APPENDIX J

FILMSTRIPS

Title: COMMUNICATION IN THE UNITED STATES

Where secured: Yale University Press, Film Service,
Filmstrip Department, 386 - 4th Avenue, New York 16,
New York

Kind: Black and white

Suggestions for use: Elementary

Summary: Furnishes a background for communication by giving
step by step the processes from the town crier to modern
times.

Title: HOW TO READ THE NEWSPAPER

Where secured: Coronet Film

Kind: Black and white

Suggestions for use: Elementary

Summary: The story of news gathering, printing, and
distributing papers is told as it relates to the
intelligent reading of newspapers. How to scan, how
to read headlines, how to read news stories, why to
read more than one paper, and how the intelligent
reading of newspapers can aid study.

APPENDIX K

AN EVALUATION CHECK LIST

Evaluation is necessary to help in developing learning experiences, planning, selecting materials, determining the value of methods used, and in improving the study. A check list helps the teacher determine what the children learned and helps the teacher evaluate her methods and guidance of the pupils.

1. Have the children grown in appreciation of the contributions newspapers make to our lives?
2. Have the children grown in ability to use the newspaper with understanding?
3. Have the children grown in ability to observe and report?
4. Are they now more open-minded, willing to read, think, observe, and study before coming to definite conclusions?
5. Are the children using the newspaper as a source of reference?
6. Are the children familiar with the various and valuable aids the newspaper provides them in classroom work?
7. Have all children participated, each contributing toward solving problems?

8. Have the children grown in ability to organize, plan, and work together?
9. Have the children shown a continued interest by the use of the newspaper as a variation of regular class assignments and exercises?
10. Did the newspaper vitalize classwork for the students?